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ABSTRACT

This paper proposes a cooperative program between Pennsylvania State University (PSU) and Erie (Pennsylvania) Public Schools to encourage at-risk secondary school students to stay in school and aspire to a college education. The program involves the staged implementaiton of the following components: (1) an after-school "academy" to provide daily tutoring, socialization, field trips, and speakers; (2) a mentoring program using volunteers from local businesses; (3) a family literacy program; (4) efforts to encourage parental involvement and educational awareness; (5) a summer math/science on-campus program at PSU's Behrend campus; (6) a summer camp program for high-risk middle school students; and (7) inservice and summer programs for teachers. Budget information is included. (DB)

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ED328129

Proposal to Implement a Penn State Educational Partnership Program in Cooperation with The School District of the City of Erie, Pennsylvania

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

INTRODUCTION

The School District of The City of Erie, Pennsylvania in cooperation with the Erie Area Community Agenda Education Task Force, James S. Stolley, Chairman, would like to participate in Penn State's Education Partnership Program (PEPP). The School District has become increasingly aware of the social problems facing their students and how the problems affect their performance and success rate in school. Many of these "at risk" students are affected by one or more social problems, including single parent homes, teenage pregnancy, drug and alcohol abuse in the home, gang activity and poverty.

The School District recognizes the scope of the problems and would like to address the issues in cooperation with Penn State. The School District would like to begin a program with Wayne and Wilson Middle Schools to begin in Fall of 1990.

PROBLEM STATEMENT

Too many students are not working up to their potential and have little or no aspiration of seeking post-secondary education. A combination of family and other social problems is contributing to the persistence of illiteracy, an increasing dropout rate and a general apathy toward learning. Without intervention these "at risk" students will probably not graduate.

PURPOSE

To encourage "at risk" students to stay in school and to aspire to pursue a college education.

PROFILE OF WAYNE AND WILSON MIDDLE SCHOOLS

Due to the many criteria involved in any definition of "at risk" students it is difficult to pinpoint exact numbers of "at risk" students at either school. However, principals from Wayne and Wilson estimate that "at risk" students represent 84 and 96 percent of their respective student populations. Total student populations are 572 at Wayne and 827 at Wilson.

Minority enrollment is similar in both schools. Approximately 35 percent of the students are classified as minority. Most of the minority students at Wayne and Wilson are black (82 and 93

percent respectively); the remainder representing Asians and Hispanics.

When economic and social deprivation are used as indicators of potential educational risk, both Wayne and Wilson have many students in this category. Wayne and Wilson have 97 and 66 percent of their students receiving free or reduced lunches, respectively. Both schools enroll students from public housing projects and many families are single parent households receiving aid to support dependent children.

APPROACH

The School District would like to pursue a staged implementation of programs during the first year. First, the School District would like to implement a PEPP Academy and a mentoring program. After these programs are developed and in place the School District would like to develop several other programs, including an in-service program for teachers, family involvement and education programs and summer programs for students and teachers.

These programs selected were done so in consultation with the School District and the PEPP at McKeesport. Most of the programs are modeled after the successful ones in place in McKeesport that were identified as necessary segments of the Erie PEPP by the School District.

PEPP Academy

The Academy will be modeled after the one already in place as part of the McKeesport Area School District Partnership Program.

The PEPP Academy will operate Monday thru Thursday from 2:30 to 4:30 p.m. at Wayne School and from 3:00 to 5:00 p.m. at Wilson School. A group of approximately 50 students will be chosen from each school. They will be chosen through a consensus of the principal, counselors and teachers at each school. The students selected will be "at risk" students. Typically, these are students who do not finish their homework or participate in classroom activities, but who score well on standardized tests or show other signs that they are not working up to their potential.

After the regular school day, the PEPP students will report to their Academy homerooms. At this time, the student's daily tutoring needs will be assessed and they will be assigned a tutor.

The Academy will be comprised of three phases:

- Academic (60 minutes) - This phase will include tutors working with students. During this period

the students will be assisted with their homework and will study for tests. The tutors will be a combination of Penn State students and upper level high-school students. The Penn State students will receive five dollars per hour;

- **Snack** (15 minutes) - The snack phase will follow the successful completion of the academic phase. The nutritious snack will cost approximately sixty cents per student and will include juice, fresh fruit, crackers, etc.; and

- **Social** (45 minutes) - Following the snack the students will participate in a social activity such as sports and board games.

Transportation will be provided free of charge (to the students) after completion of the Academy each day.

In addition to the three-phase portion of the Academy, several other activities will be integrated.

- **Field Trips** - Trips will be incorporated to allow students to experience a day on a college campus, meet other PEPP students, see a Penn State football scrimmage or game and tour several businesses and industries.

- **Speakers** - A speaker series will be developed to provide additional positive role models and to inspire the students. Several speakers per semester will be incorporated into the Academy.

Mentoring

Students from the PEPP Academy that are in need of more assistance than the Academy provides will be assigned a mentor. The mentors will come from local companies which are part of the Partnership (GE and Lord Corporation) and from the "Adopt-a-School" companies that are affiliated with Wayne (Johnson Controls) and Wilson Schools (IBM). The mentors will act as friends not as authority figures and will meet with students at their discretion.

FAMILY INVOLVEMENT PROGRAMS

Family Literacy

Illiteracy is not a family legacy that can be ignored. PEPP cannot expect to turn "at risk" students around and get them into the mainstream of education unless family support is present. The mother's level of education is most highly correlated to her children's level of education. Illiteracy in the family inhibits

the children's ability to develop language literacy skills and a positive attitude toward education.

To address the issue the Erie PEPP will form partnerships with local literacy programs and develop appropriate "intergenerational" literacy activities. Since many adults do not wish to admit their illiteracy in public, interactive video, video and other innovative techniques will be incorporated in order to gain the greatest participation.

Educational Awareness

It is the hope of the Erie PEPP that through the family literacy program that the parents will increase their self-esteem, have less apprehension toward education, a new outlook concerning educators and a renewed awareness of the importance of education. This program will include one or more of the following:

- Parental involvement in the PEPP Academy to allow the parents to see first hand how "directed" education can make a difference in their children's life.
- Parental visitation to Penn State campuses to interact with minority students who have successfully pursued an education.
- Presentation to parents by graduates and parents of other PEPPs to allow parents to see what a difference intervention and involvement can make.
- Presentation to parents by "at risk" success stories; i.e., at risk students who have made it through the educational system and who have been successful.
- Informal gathering of parents and teachers.

SUMMER PROGRAMMING

Math and Science Experiences on Campus

PEPP students that have successfully completed the PEPP Academy will be eligible for this program at Behrend. Selected students will be brought on campus for day programming in math and science. The programming will be inspirational in that it will be designed to get the students interested and involved in science and math. This program will include: field trips to visit streams and ponds and other ecosystems; laboratory work to evaluate collections; lessons in astronomy at an observatory and planetarium; workshops in how to make math fun and get over your fear of math; and other programs to be developed.

PEPP Camp

PEPP Camp is an opportunity for PEPP to provide academic and social skills development to a targeted group of "at risk" minority middle school students. The primary objectives for engaging in a project of this nature is to 1) afford "at risk" minority youth an opportunity to broaden their communicative skills and abilities to improve academic performance, and 2) enhance their self-esteem and cultural awareness. In addition, this camp will provide participants, who may have potential for successful completion of a higher education curriculum the following experiences: 1) enhancement of social skill development; and 2) specifically, early exposure to Penn State educational environment and campus life.

Other Summer Activities

They may include:

- additional field trips
- sports camps on campus
- speakers
- etc.

In-service and Summer Programs for Teachers

Programs in math and science education and new concepts and techniques in math and science will be developed at Penn State-Behrend. Early in the year, the PEPP Director will meet with College and Middle School personnel to determine the approach and extent of this programming. Subsequently, a proposal will be developed and submitted to fund this program, including stipends for teacher participants and faculty.

OTHER ACTIVITIES AND FOLLOW-ON PROGRAMS

During the first year of PEPP, plans will be developed which outline additional PEPP-related programs, including involvement with PEPP graduates at the high school level. These programs will include other related Penn State programs already in place;e.g., Minority Advanced Placement Program (MAPP) and EXCEL.

PROPOSED BUDGET

	Source		
	Penn State	**School District**	**Other**
Administration	$60,000		
Program Director			
Secretary			
Allotment			
PEPP Academy (per year)			
Snack (100 students x 4 days x $.60/day x 24 weeks)			$ 5,760
Teacher Monitors (4 teachers x 4 days x $17 hour x 2 hours/day x 24 weeks)			13,056
Transportation (daily) (1 driver x $32/day x 4 days x 24 weeks)		$3,072	
Tutors (10 tutors x $10/day x 4 days x 24 weeks)			9,600
Family Involvement Programs			3,500
Summer Programming			7,500
Supplies (games, etc.)			1,000
Travel McKeesport Day Trip (bus, food) University Park Overnight Trip (bus, food, lodging) Lord Corporation (bus only) GE (bus only) Behrend College (bus only)			10,564
TOTAL	$60,000	$3,072	$50,980